

SOURCES OF LOVE AND HATE

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Projection plays a large part in the common *phobias* of early childhood—some of which I have instanced. Little children very readily develop such phobias, which are sometimes quite slight and evanescent, disappearing with the gradual strengthening of the ego ; but in other cases, very

the super-ego itself. In the early phases of development his mind moves constantly back and forth between these two mechanisms of introjection and projection, according to the external situation. Moreover, both processes continue at work throughout the whole of his development. The child gains relief as a result of the projection of his most primitive super-ego on to the *real* parents, since they do not in fact fulfil his most primitive phantasies, and he can re-introject these real people again and again, with an increasing tincture of reality, as his perceptions of them develop and his experience is built up. There are thus many different layers to the super-ego, and it is the most primitive from which the greatest anxieties arise.

A further complication with regard to the super-ego is that the child not only introjects different sorts of parents coloured by differing degrees of reality, at different phases of his development, but that in the very beginning he builds up within himself two entirely different pictures of the parents according to typical but different emotional situations. In his moments of complete satisfaction at the breast, in the oral-sucking period, his mother can be to him only a wish-fulfilling parent, altogether good and beneficent. She is the prototype of the "good" parent, the fairy godmother who fulfils every wish in the moment of its dawning. The opposite picture arises from moments of intolerable frustration, that of the "bad" mother, cruel, hostile, revengeful. In an average infancy, neither of these absolute pictures bears much relation to the real behaviour of the real mother, but they represent all that the child is liable to *feel* about her in the earliest days ; and it is the "bad" mother who becomes the restraining, punishing, internal power.

If development proceeds normally, however, a certain amount of mutual interpenetration and fusion occurs between these two imagos. One very important picture soon built up in the mind of the child who is developing satisfactorily is that of the "good-strict" parent (whether external or internal), that is to say the parent who is (1) strict enough to control the child's impulses or help him to control them and so save him from the worst dangers of injuring his real mother

and being injured by her, but who is (2) also good, because she gives some real measure of wish fulfilment, enough to avoid the dangers of complete frustration. It is this *good strict* mother who is represented by the skilful real mother, nurse or nursery school teacher, as we saw in discussing the material of *Friendliness and Co-operation*. The relative emphasis on wish fulfilment or control will of course vary enormously with different children, and at different periods of their growth, but such an imago seems to be an essential condition for the child's satisfactory emotional development.

The course of the child's development should lead him to approximate these pictures he forms of the real parents more and more to reality. Where this does not happen and the child remains dominated by the more primitive and phantastic imagos, we have one or other of the more severe difficulties of childhood, phobias, night terrors, tantrums, excessive defiance and stubbornness, etc., according to individual mechanisms.